

Reading – Literary Text (RL)

Expectations for Teaching and Learning

Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.

Teachers should continue to address earlier standards as they apply to more complex text.

Students are expected to build upon and continue applying concepts learned previously.

By the end of fifth grade, students read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, picture books, folktales, legends, tall tales, and myths. In the category of literary nonfiction, they read personal essays, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, and free verse.

Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

Principles of Reading (P)

Standard 1: Demonstrate understanding of the organization and basic features of print.

GRADE THREE	GRADE FOUR	GRADE FIVE
1.1 Students are expected to build upon and continue applying previous learning.		
Grade 1 Recognize the distinguishing features of a sentence.		
1.2 Students are expected to build upon and continue applying previous learning.		
Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters.		
1.3 Students are expected to build upon and continue applying previous learning.		
Kindergarten Understand that words are separated by spaces in print.		
1.4 Students are expected to build upon and continue applying previous learning.		
Kindergarten Recognize and name all upper- and lowercase letters of the alphabet.		

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

2.1 Students are expected to build upon and continue applying previous learning. Grade 1 Distinguish long from short vowel sounds in spoken single-syllable words.
2.2 Students are expected to build upon and continue applying previous learning. Grade 1 Orally produce single-syllable words by blending sounds including consonant blends in spoken words.
2.3 Students are expected to build upon and continue applying previous learning. Grade 1 Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.
2.4 Students are expected to build upon and continue applying previous learning. Grade 1 Segment spoken single-syllable words into their complete sequence of individual sounds.
2.5 Students are expected to build upon and continue applying previous learning. Kindergarten Add or substitute individual sounds in simple, one-syllable words to make new words.

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

3.1 Identify and know the meaning of the most common prefixes and derivational suffixes.	3.1 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.	3.1 Students are expected to build upon and continue applying previous learning.
3.2 Students are expected to build upon and continue applying previous learning. Grade 2 Use knowledge of how syllables work to read multisyllabic words.		
3.3 Students are expected to build upon and continue applying previous learning. Grade 2 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.		
3.4 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of vowel diphthongs.		
3.5 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of how inflectional endings change words.		
3.6 Read grade-appropriate irregularly spelled words.	3.6 Students are expected to build upon and continue applying previous learning.	

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

4.1 Students are expected to build upon and continue applying previous learning. Grade 2 Read grade-level text with purpose and understanding.		
4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	4.2 Students are expected to build upon and continue applying previous learning.	
4.3 Students are expected to build upon and continue applying previous learning. Grade 1 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		

Meaning and Context (MC)

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

GRADE THREE	GRADE FOUR	GRADE FIVE
5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.	5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.	5.1 Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions.
<i>5.2 Students are expected to build upon and continue applying previous learning.</i> <i>Grade 2 Make predictions before and during reading; confirm or modify thinking.</i>		

Standard 6: Summarize key details and ideas to support analysis of thematic development.

6.1 Determine the theme by recalling key details that support the theme.	6.1 Determine the development of a theme within a text; summarize using key details.	6.1 Determine and analyze the development of a theme within a text; summarize using key details.
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Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.

7.1 Explain how illustrations contribute to create mood or emphasize aspects of character or setting.	7.1 Explore similarities and differences among textual, dramatic, visual, or oral presentations.	7.1 Compare and contrast textual, dramatic, visual, or oral presentations to identify similarities and differences.
7.2 Compare and contrast how an author uses characters to develop theme and plot in different texts within a series.	7.2 Compare and contrast the treatment of similar themes, topics, and patterns of events in texts and diverse media.	7.2 Compare and contrast the treatment of similar themes, topics, and patterns of events depicted in diverse modalities.

Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

8.1 Use text evidence to: a. describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot; and b. explain the influence of cultural and historical context on characters, setting, and plot development.	8.1 Use text evidence to: a. explain how conflicts cause the characters to change or revise plans while moving toward resolution; and b. explain the influence of cultural, historical, and social context on characters, setting, and plot development.	8.1 Cite evidence within text to: a. analyze two or more characters, events, or settings in a text and explain the impact on the plot; and, b. explain the influence of cultural, historical, social and political context on characters, setting, and plot development.
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Language, Craft, and Structure (LCS)

Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

GRADE THREE	GRADE FOUR	GRADE FIVE
9.1 Identify and explain how the author uses idioms, metaphor, or personification to shape meaning and style.	9.1 Identify and explain how the author uses imagery, hyperbole, adages, or proverbs to shape meaning and tone.	9.1 Cite examples of the author’s use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone.
9.2 Explain how the author’s choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.	9.2 Explain how the author’s choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.	9.2 Analyze and cite examples of how the author’s choice of words and conventions combine to create mood, shape meaning, and emphasize aspects of a character or setting.

Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

10.1 Use paragraph-level context to determine the meaning of words and phrases.	10.1 Use definitions, examples, and restatements to determine the meaning of words or phrases.	10.1 Use cause and effect relationships and comparisons to determine the meaning of words or phrases.
10.2 Determine the meaning of a word when an affix is added to a base word.	10.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.	10.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.
10.3 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use a base word to determine the meaning of an unknown word with the same base.		
10.4 <i>Students are expected to continue to build upon concepts learned previously.</i> Grade 2 Use the meanings of individual words to predict the meaning of compound words.		
10.5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.	10.5 <i>Students are expected to build upon and continue applying previous learning.</i>	
10.6 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.	10.6 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.	10.6 Acquire and use general academic and domain-specific words or phrases that signal contrast, addition, and logical relationships; demonstrate an understanding of nuances and jargon.

Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.

11.1 Explain the differences between first and third person points of view.	11.1 Compare and contrast first and third person points of view; determine how an author’s choice of point of view influences the content and meaning.	11.1 Explain how the author’s choice of the point of view of a narrator or character impacts content, meaning, and how events are described.
11.2 Compare and contrast the reader’s point of view to that of the narrator or a character.	11.2 <i>Students are expected to build upon and continue applying concepts learned previously.</i>	

Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

12.1 Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions.	12.1 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.	12.1 Explain how text structures in prose, drama, or poetry differ using terms unique to the genre.
12.2 Identify crafted text structures such as a collection of photographs or poetry texts, texts with a series of short memoirs, an inanimate voice text, and a framing question text.	12.2 Determine characteristics of crafted text structures and describe why an author uses these structure.	12.2 Compare how different crafted text structures contribute to meaning and impact the reader.

Range and Complexity (RC)

Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.

GRADE THREE	GRADE FOUR	GRADE FIVE
13.1 Engage in whole and small group reading with purpose and understanding.	13.1 Engage in whole and small group reading with purpose and understanding.	13.1 Engage in whole and small group reading with purpose and understanding.
13.2 Read independently for sustained periods of time to build stamina.	13.2 Read independently for sustained periods of time to build stamina.	13.2 Read independently for sustained periods of time to build stamina.
13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.